DOCUMENT RESUME

ED 368 931 CE 066 220

AUTHOR Jelinek, James J.
TITLE Reconstructing Correctional Education on the Basis of New Critical Realities. Implications for Teachers, Administrators, and Policymakers.
PUB DATE Nov 93
NOTE 38p.; Keynote address presented at the Annual Conference of the Correctional Education Association, Region VII (Los Angeles, CA, November 1993).
PUB TYPE Speeches/Conference Papers (150) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; Achievement Tests; Adult Education; *Correctional Education; *Cultural Influences; *Educational Change; Ethnic Groups; Futures (of Society); Student Evaluation; Urbanization
IDENTIFIERS Arizona; California; Hawaii; Mexico; Nevada

ABSTRACT

In the region encompassing Arizona, California, Hawaii, Mexico, and Nevada, the tremendous gap between technological progress and social problems is fraught with new critical realities that mandate new approaches for correctional education. Critical realities challenge this region as it grapples with shifts in demographics, inconsistent social mores, global economic realities, new education paradigms, and increases in antisocial behavior. Nine basic lessons are inherent in new critical realities: a change in one part of the culture has an impact on the other parts of it; the feeling is that daily life is getting more squalid, expensive, and dangerous; the task of those in correctional education is to show that the so-called dilemmas are really solvable problems; broad education is the cure for racial antipathies; people must not be content with a philosophy of progress but must study it and try to improve it; grades, test scores, and diplomas are not adequate indicators of proficiency in basic skills; the greatest threat to the future is apathy; and freedom begins where economic necessity ends; and work must be analyzed in terms that reflect workers' real competitive positions in a global community. The implications for correctional education are social-self realization as the purpose of correctional education; a learning theory called the theory of Instrumentalism; a holistic curriculum; a process of teaching as opposed to training; and evaluation in the form of developmental profiles. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CE

ED 368 931

RECONSTRUCTING CORRECTIONAL EDUCATION ON THE BASIS OF NEW CRITICAL REALITIES

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Implications for Teachers, Administrators, and Policymakers

James J. Jelinek

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Jelinek

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 066 220

A Keynote Address Presented During the Annual Conference of The Correctional Education Association, Region VII, Los Angeles, California, November, 1993

BEST COPY AVAILABLE

RECONSTRUCTING CORRECTIONAL EDUCATION ON THE BASIS OF NEW CRITICAL REALITIES

Implications for Teachers, Administrators, and Policymakers

Dr. James J. Jelinek
Emeritus Professor of Education
Arizona State University
Tempe, Arizona

A Keynote Address
Presented During the Annual Conference of
The Correctional Education Association Region VII,
Los Angeles, California, November 1993

Reconstructing Correctional Education on the Basis of New Critical Realities

Implications for Teachers, Administrators, and Policymakers

A Keynote Address by
Dr. James J. Jelinek

November, 1993

Published by:
The Correctional Education Association, Region VII

Printing sponsored by:
Jostens Learning Corporation
6170 Cornerstone East
San Diego, CA 92121-3710

Typesetting and production by
Power Publishing,
Tempe, Arizona

INTRODUCTION

By Jacquelyn Power
Conference Co-Chair
The Correctional Education Association
Region VII
November 1993

The publication and dissemination of this keynote address on *Reconstructing Correctional Education on the Basis of New Critical Realities: Implications for Teachers, Administrators, and Policymakers* by the Correctional Education Association Region VII is a call to action for administrators, teachers and policymakers. The address presents a comprehensive review of critical realities impacting correctional education in the four states and the country of Mexico which comprise Region VII.

Dr. Jelinek guides the reader/user through undeniable, poignant realities which challenge society as it grapples with the shifts in demographics, inconsistent social mores, global economic realities, new education paradigms and increases in anti-social behavior. In response to these challenges, he identifies implications which suggest alternative outcomes based on current realities. Based on this comprehensive analysis, the reader/user is encouraged to respond as a professional correctional educator and to review his/her current realities and implications.

Dr. Jelinek reminds educators of the power of teaching as a process of humanization which prepares an individual "for the contingencies of a dynamic present and a dynamic future." This then is the challenge facing correctional educators, to prepare individuals for a dynamic future outside the judicial system.

Dr. Jelinek is an international authority on the theory and practice of adult education in diverse settings. As a researcher, dean, teacher and mentor, he has inspired and fostered the professional growth of educators for over fifty years. His keynote address at the Region VII Correctional Education Conference generated questions and discussions regarding the future of correctional education. There was a resounding request from the attendees for copies of his address. Those attending the conference recognized the value of the ideas presented and were challenged professionally by the critical realities identified in the presentation.

It is the basic challenge of correctional educators to shape the future of correctional education by determining how new critical realities affect their current programs and practices.

Dr. James J. Jelinek

Dr. James J. Jelinek is Emeritus Professor of Education, Arizona State University and Executive Consultant, Adult Education Programs, Arizona Department of Education. He has been a Dean; Executive Director; Editor; Chief Executive Officer; Executive Officer of International, National, and State Organizations; Congressional Liaison; Speaker; Scholar; and author of many books, papers, and articles. A biography of Dr. Jelinek appears in *The International Who's Who of Intellectuals* and many other biographical publications.

RECONSTRUCTING CORRECTIONAL EDUCATION ON THE BASIS OF NEW CRITICAL REALITIES

Implications for Teachers, Administrators, and Policymakers

By Dr. James J. Jelinek
Emeritus Professor of Education
Arizona State University
Tempe, Arizona

The populace of Region VII — a region including Arizona, California, Hawaii, Mexico, and Nevada — has its technological foot in a spacecraft and its sociological foot in an oxcart.

The Region maintains scientific and industrial complexes that produce the greatest technological revolutions in the history of mankind, but it fosters social calamities of crime, poverty, disease, and misery such as the world has never known.

New Critical Realities and Correctional Education

The tremendous gap between technological progress and social problems is fraught with new critical realities that mandate new approaches for correctional education.

In our research we have identified thousands of such new critical realities. To grapple with such a mountain of data it is our obligation to formulate lessons inherent in those thousands of new critical realities.

This is indeed an awesome undertaking.

Our task is made even more difficult because we need to help teachers, administrators, and policy makers analyze the implications of those lessons for the work they do in correctional education day by day.

The first basic lesson inherent in new critical realities in Region VII serves as a backdrop for all the other lessons.

There is a certain cultural ecology at work in the human affairs of a state or region. A change in one part of a culture in one way or another has an impact on the other parts of it.

Let us examine this idea:

Our data show an unmistakable, relentless shift from an agricultural economy in the late nineteenth century to an industrial economy in the early twentieth century in Region VII.

In the agricultural economy, industriousness, regularity, and thrift were profitable, and peace was more victorious than war.

Children were an economic asset.

Birth control was immoral.

On the farm the family was the unit of production.

Parental authority was a firm economic base.

Each normal son matured soon in mind and body. As an adolescent he understood the tasks of life as well as he would as an adult. All he needed was land and a strong body. He married early, almost as soon as his natural urges dictated.

As for young women chastity was indispensable. Loss of chastity meant unprotected motherhood. Monogamy was a societal demand.

In a word, the impact of agriculture upon the culture of the state was a moral code of continence, early marriage, divorceless monogamy, and multiple maternity.

In an industrial economy, on the other hand, the old agricultural moral code dies.

Men, women, and children leave home, family, authority, and unity to work as individuals. They are individually paid in factories built to house not persons but machines. The machines multiply and become increasingly more complex.

Children are no longer an economic asset.

Marriage is delayed.

Premarital continence is increasingly more difficult to maintain. While the city offers discouragement to marriage, it provides every stimulus and facility for sex. Women, to use the popular term, are "emancipated." Contraceptives enable them to separate sexual intercourse from pregnancy.

The authority of parents loses its economic base.

Rebellious youth are no longer constrained by the surveillance of the village. Youth hide their deviant behavior in the protective anonymity of the city crowd.

Technology in industry raises its authority over all else. Things are in the saddle and ride people. Mechanization of economic production suggests mechanistic materialistic philosophy, which in turn stimulates greed, lust, avarice, and unlawful behavior.

The basic lesson in all of this is one of cultural ecology — a change in one part of the culture in one way or another has an impact on the other parts of it.

Our second basic lesson inherent in new critical realities in Region VII is on Urbanization.

In Region VII, technology has brought about far-reaching cultural changes that have created crucial social problems, not the least of which is the concentration of many people into metropolitan centers.

This is especially true of Region VII with its single areas of concentration — Mexico City, Phoenix-Tucson, Los Angeles-Long Beach, Honolulu, and Las Vegas-Reno.

Our data on new critical realities show cities are characterized by a high incidence of crime, suicide, and mental breakdowns — disorders caused by disorganization of life in communities and the breakdown of primary group relationships.

Social action is now attained for the most part, not by consensual agreement in communities, but by powerful special interest groups.

Important societal concerns — such as, for example, desegregation, affirmative action,

legislative reapportionment, legalized abortion, to mention a few — have not been won by consensual agreement — not by Congress, not by state legislators, not at the polls — but in the courts.

Regardless of our individual views on these issues it is important to note a critical point. In a democracy all those individuals affected by a policy must share in shaping it. Otherwise chaos results, as we are now seeing day by day in the workplace, in our schools, in our churches, and in our communities.

The prevailing anxiety is centered on urban crime, declining educational standards, homeless people, unaffordable housing, and drug pushers in the shadows of urban buildings.

The feeling is epidemic that daily life is getting more squalid, more expensive, and more dangerous.

Our third basic lesson inherent in new critical realities in Region VII is on Crime.

Last year in Region VII there were 362,219 violent crimes — including murder, forcible rape, and aggravated assault. And there were 1,742,466 property crimes — including burglary, larceny theft, and motor vehicle theft.

In their efforts to solve these problems of crime, Arizona, California, Hawaii, and Nevada spent $3,548,000,000 to maintain 519,000 persons under correctional supervision — in prison, on parole, and on probation. One state spends as much as $38,587 per year per offender.

Critics of this system of corrections, especially the National Commission on Criminal Justice and Standards, The National Research Council of the prestigious National Academy of Sciences, and The National Advisory Commission on Criminal Justice, Standards, and Goals, and even *Time* and *Newsweek* magazines emphatically state that "nothing works in corrections."

These things mean different things to different individuals, but the root idea is such that the public is so appalled with violence, crime, and lawlessness, not to mention recidivism, that it is now bent on revenge — punishment — not education — not rehabilitation — of criminal offenders.

On these grounds numerous reforms for the systemic improvement of corrections now exist, but the National Institute of Law Enforcement and Criminal Justice, through its monumental commissioned research study entitled *Dilemmas of Corrections*, presents a devastating analysis of these reforms.

It states that the aims of systems of corrections — punishment, rehabilitation, and deterrence — are contradictory and constitute dilemmas. Dilemmas are unsolvable problems for which all proposed solutions are a choice between evils.

Under these circumstances, this, then, is the lesson:

It is the overwhelming task of those in correctional education to show that the so-called dilemmas are not dilemmas at all, but solvable problems.

In a word, ours is the task of reconstructing correctional education on the basis of new critical realities.

Doing this will require extraordinary courage, tolerance, and wisdom — willingness to admit failures, willingness to change old ways of doing things, willingness to tolerate criticism, willingness to hypothesize and experiment, willingness to work within dogmatic strictures, and willingness to work within strict budgetary limits.

Our fourth basic lesson inherent in new critical realities in Region VII is on Ethnicity.

Our data show Region VII has greater diversity than any other region in the world, and it is

projected to have even greater diversity in the future.

For example:

Inhabitants of Mexico are of mixed ancestry and diverse ethnicity, speaking dialects from eleven basic indigenous language groups.

California ranks first in the size of its Asian, Pacific Islander, and Hispanic populations.

Sixty-one percent of Hawaii's population is Asian and Pacific Islander.

Arizona has three times the national average of Blacks and Hispanics, and Nevada has more than the national share.

Racial antipathies are generated by differences of acquired culture — of language, dress, habits, morals, or religion.

The lesson is this:

There is no cure for such antipathies except broad education.

Civilization is a cooperative product to which all groups of peoples have contributed. It is our common heritage.

The mature, educated person treats every man and woman as a representative of one of those creative and contributory groups.

Our fifth basic lesson inherent in new critical realities in Region VII is on Progress.

As nowhere else in the world there is a clash of ideologies in Region VII that is approaching huge proportions. The clash centers on the concept of progress expostulated by what we call Individualists on the one hand and Communitarians on the other.

Individualists argue that human wants, being insatiable, require an indefinite expansion of productive forces necessary to satisfy them. Insatiable desire, formerly condemned as a source of frustration, unhappiness, and spiritual instability, is seen as a powerful stimulus to economic growth — to improvements in production and a general increase in wealth.

Communitarians, on the other hand, state that now that we understand the environmental limits of economic growth, we need to subject the idea of "progress" to searching criticism. Communitarians condemn the boundless appetite for more and better goods as so-called "improvements" and progress.

So, . . . Individualists hope to unleash wealth-creating desire. Communitarians argue that

overweaning desire invites retribution — the corrective, compensatory force of nemesis.

Many examples come to mind, especially of so-called economic progress. Let us examine at least one of these examples.

Under the guise of economic progress, American-owned plants do everything from assembling furniture to making chemicals and smelting lead in Mexico in more than 400 maquiladora assembly plants called The Misery Belt, producing toxic waste breeding disease, illness, and death to American and Mexican families. The produce from vegetable farms and dairy farms in this misery belt is toxic and is sold in Mexican and American markets.

Citing this human and environmental calamity, a federal judge has blocked the North American Free Trade Agreement and has placed the whole program in jeopardy.

What, indeed, are the criteria of progress?

The lesson is this:

Philosophy is inherently criticism. Its ultimate value is that it continuously provides means for the criticism of values — whether of beliefs, institutions, actions, or products — that are found in all aspects of experience.

It is thus not a question of philosophy or no philosophy. Each person does have a philosophy. Denial simply means one will not look at it.

The question becomes one of whether a person will be content with a philosophy he just happens to have or whether he will identify it, study it, and try to improve it.

Our sixth basic lesson inherent in new critical realities in Region VII is on Education.

Our data show that of the 39,709,108 inhabitants of Mexico 14 years of age and older, 2,472,466 have completed the third level of secondary school education. Of the 22,139,000 inhabitants of Arizona, California, Hawaii, and Nevada 25 years and older, 16,158,450 have completed a four-year secondary education and 4,285,420 have college degrees.

These official data give Region VII the distinction of being among the best educated regions in the world.

Yet according to the National Center for Human Resources, 68,126,000 adults in Region VII do not possess the level of basic skills in reading, writing, and computing required of individuals to cope in the modern socio-economic world.

Interestingly enough 48,337,000 of these adults are inhabitants of Mexico, and 19,749,000 are inhabitants of Arizona, California, Hawaii, and Nevada.

The lesson is this:

Grades, test scores, and diplomas, such as those used in all areas of Region VII, used even by law in California, are not adequate indicators of proficiency in basic skills.

Our seventh basic lesson inherent in new critical realities in Region VII is on Politics.

Our data show fewer than one-half of those residents of voting age in Region VII cast votes in state and national elections.

The anomaly is that this condition exists in a region beset with issues and problems of crime, ethnicity, poverty, disease, and drugs, to name a few.

The lesson is this:

In the cold war we believed the greatest threat to our future was from aggression. The greatest threat to our future is not from aggression, but from indifference; cultures like ours perish not from the outside, but from the inside; not in the

raucous light of confrontation, but in the quiet darkness of apathy.

Our eighth basic lesson inherent in new critical realities in Region VII is on Poverty.

The declaration of unconditional war on poverty is a commonplace of political rhetoric. But devastating poverty continues to exist in Region VII.

For example:

The United States Bureau of the Census states that the percentages of persons who live in extreme poverty are as follows: Arizona 13.7 percent, California 18.9 percent, Hawaii 16.9 percent, and Nevada 9.8 percent. The Mexican Census of Population states that the percentages of persons who live in extreme poverty are, to cite a few examples, as follows: Yucatan 21 percent, Hidalgo 11 percent, Vera Cruz 12 percent, San Luis Potosi 12 percent.

The data show a high positive correlation between unemployment, poverty, homelessness, and illiteracy and social unrest, social unrest made evident by crimes, riots, and beatings.

One-fifth of the region's children are poor.

The high poverty rates mean people lose their homes and they succumb to health problems and the strain of trying to make ends meet.

The lesson is this:

Freedom begins where economic necessity ends.

Our ninth basic lesson inherent in new critical realities in Region VII is on Employment.

On the border of Mexico and the United States a war is being waged — a war that has little chance of success, a war to hold back a tide of Mexicans driven by hunger and unemployment and lured by tales of affluence in a Promised Land only a bus ride away to the north.

Herein lies a most critical new reality for proponents of the North American Free Trade Agreement and those of us in correctional education. We must analyze the work individuals do and do so in terms that reflect their real competitive positions in a global community.

There are three categories of such work:

Routine production services entail the kinds of tasks done over and over for high-volume, standard products, made available more efficiently and economically by routine production workers in

other countries. There are 29,365,000 routine production jobs in Region VII. There are 101,015,000 individuals in the Region having the skills to do this work, 71,650,000 more than are needed.

In-person services, the second kind of work individuals do, entail simple repetitive tasks that are done on a person to person basis. There are 35,238,000 in-person service jobs in Region VII. There are 49,333,200 individuals whose levels of competence in basic skills would qualify them for these jobs, 14,095,000 more than are needed.

Symbolic analytic services, the third category of jobs, involve strategic brokering activities — problem-formulation, problem-solution, issue formulation, and issue resolution. Today there are 23,492,000 positions in symbolic analytic services available in Region VII. Only 5,873,000 individuals have the competence to work at that level, a shortage of 17,619,000 workers.

Obviously the surplus of workers in routine production services and in-person services, services that are in oversupply all over the world, and the shortage of competent workers in symbolic analytic services so desperately needed in the global community, postulate a new critical reality for correctional education.

Preparation for these positions in symbolic analytic services includes substantiated programs of diagnosis, implementation, and evaluation formulated to enhance the development of certain combinations of multiple intelligences — linguistic, logical/mathematical, spatial, musical, bodily/kinesthetic, interpersonal, and intrapersonal.

There is not in the entire system of correctional education in Region VII a single program for the preparation of individuals for positions in symbolic analytic services. This again points up a dire need for reconstructing correctional education in the Region.

The lesson is this:

When we know where we have been, when we know where we are now, when we know where we are going, we know better what to do and how to do it.

Implications for Correctional Education

Now, then, a very difficult and very important question remains:

What are the implications of these lessons for teachers, administrators, and policymakers in

correctional education in Arizona, California, Hawaii, Mexico, and Nevada?

Again we venture forth in an awesome undertaking.

Our first implication concerns Goals.

Two basic goals are implicit in our analysis thus far:

First, in broad perspective, the new critical realities point to problems correctional education in American and Mexican society must be instrumental in helping to solve.

Second, in broad perspective, the new critical realities are also basic to an understanding of the interests, problems, and needs of students.

In a word, the purpose of correctional education is social-self realization.

Our second implication concerns Learning.

One of the important implications of our study of new critical realities is that we must develop a theory of learning based upon principles inherent in the real world. We call such a theory the theory of Instrumentalism.

According to this theory, an individual is always a part of an environment. Within that environment he is self-directive, self-regulative. If anything occurs within the person or within his environment to upset his dynamic equilibrium, he responds to that upset factor. His responses *continue* and *vary* until his dynamic equilibrium is restored. This process is called experience. We do not learn simply by doing. We learn by experience.

In this sense the newly contrived response brings a change, an increment, to the structure of the person himself. He is not now exactly the same person he was before he contrived the response that eliminated the upset of his dynamic equilibrium.

Thus learning becomes a matter of increment, of growth, and correctional education becomes a matter of assisting students to develop behaviors that are instrumental in meeting the demands of their needs.

Our third implication concerns Curriculum.

To be conducive to the kind of learning we have identified, a curriculum needs to have its basic orientation in the common needs, problems, and interests of learners.

Subject matter from all pertinent fields is drawn upon to illuminate, clarify, and provide data for solving persistent common problems of living.

No preconceived bodies of subject matter are set up to be covered. If particular subject matter is needed to achieve the goals set up, it will come in; otherwise it is left out.

In a word, this curriculum postulates a dramatic contrast with the predetermined curriculum pattern especially because the predetermined curriculum pattern violates the dynamic nature of adult learning.

We call this curriculum the Holistic Curriculum, holistic meaning a whole with interrelated, interdependent parts.

Our fourth implication concerns Teaching.

Inherent in the Holistic Curriculum we have identified is a process of teaching as opposed to training.

The main point of training is that artificial stimuli can become incorporated into the makeup of a person, thus creating the "conditioned response."

By way of training, a person can be conditioned to perform even gross behaviors when they are accompanied by approval, words of approbation, grades, citations, medals, or praise. In each case the artificial stimulus is so closely tied to the satisfaction of a particular want that the response to the stimulus is felt to be "natural."

Yet what seems natural turns out to be grossly "unnatural." In an "arrestment paradox," for example, behaviors that have predominantly unfavorable consequences persist over a period of months, years, or even a lifetime.

The fact of the matter is that the arrestment paradox is caused by the conditioning, the training process, itself.

The consequences of this mode are identifiable.

The person becomes the prey of anyone who conditions him.

The person becomes anti-intellectual.

The person relinquishes responsibility for his own actions.

The person turns to violence when rewards are withheld.

The person is law-abiding only when he is observed.

A basic assumption of trainers is that they know with certitude the behaviors trainees will need to perform in the future. Present-day trainers fail to realize that trainers in the past indoctrinated trainees for a future that never came to pass. It is for this

reason that many adults are in a state of arrestment, because the behaviors inherent in their indoctrination are not adequate to meet the contingencies of the world in which they now live.

By way of contrast, the person who is in a Teacher/Learner ego state is inner, rather than outer, directed.

He invokes modes of inquiring, hypothesizing, problem-solving, and reconstructing experience. Growth for him begets more growth. Growth for him is a matter of a person's rethinking an experience thus facing each subsequent situation a different person.

The Teacher/Learner has clear ideas about what is and what is not teaching:

> For the Teacher/Learner teaching adult students is not a matter of doing things *to* them; it is rather a matter of doing things *with* them.
>
> Discipline for the Teacher/Learner is not a matter of getting a person to do what he does not want to do, it is rather the pursuit of a goal, no matter what the deterrents to its attainment, be they hardship, difficulty, confusion, distraction, obstacle, handicap, or complacence.

> Curriculum for him is not a body of knowledge that is handed down so that learning is basically acquisition and acceptance on the basis of authority; it is rather social-self realization for the learner who is a self-discovering, self-expressing, self-fulfilling, prehensive person who is never an isolated, but a social self.

> Intelligence for the Teacher/Learner is not a preordained, conditioned response, it is rather behavior that is guided by an anticipation of consequences — behavior that can be reconstructed, if need be, in the light of consequences.

Our fifth implication concerns Evaluation, the last of our professional triad.

Contrary to what many believe, the purpose of correctional education is not to pass a criterion referenced test or a norm referenced test. Tests are designed to determine whether those being tested will be capable of performing commonplace given tasks at some future time.

But correctional education is not merely preparation for life at some future time. It *is* life.

Evaluation in correctional education involves ongoing observation and is expressed in behavioral

terms, in explanatory terms, in the form of developmental profiles.

Developmental profiles, observational analyses, rather than grades or other glittering generalities, are meaningful to teachers, counselors, adult students, employers, and the like. They facilitate diagnoses and implementations of courses of action to be taken on the basis of those diagnoses.

Each of these implications is important in its own right, but we must always remember the whole of correctional education is greater than the sum of its parts.

When we in correctional education neglect taking a holistic view of our students, when we neglect taking a holistic view of ourselves, when we neglect taking a holistic view of the society in which we live, we do crazy things, although they do not seem that way at the time we do them.

For example:

> Those who suffer spiritually, we train to do mundane things.
>
> Those who see no meaning in the days of their lives, we train to do practical things.

Those to whom sameness is typical, we train to do the ordinary.

Those who live isolated lives, we train to do isolated skills.

In correctional education this compartmentalization becomes evident in training rather than teaching.

The deterministic paradigm of training, of stimulus-response, involves the process of dehumanization that comes from the study of animals — rats, monkeys, pigeons, dogs.

Thus, training is a reactive model; teaching involves a proactive model.

Training uses the outside-in approach, teaching involves the inside-in approach.

Training involves extrinsic motivation, teaching involves intrinsic motivation.

Training is a process of dehumanization, teaching is a process of humanization.

Not until basic skills are taught as means to certain ends — as means to the solution of problems, as means to the fulfillment of interests, as means to the satisfaction of needs — will correctional education begin to prepare students for

the contingencies of a dynamic present and a dynamic future.

When basic skills are thusly taught we will begin assessing student progress by way of criteria of maturity rather than academic dogma.

These criteria might be something like this:

Is the student gaining increasingly more functional intelligence — that is to say, is he behaving more and more in terms of an anticipation of consequences?

Is the student becoming increasingly more articulate, especially in expressing personal and social problems and solutions to those problems?

Is the student becoming increasingly more responsible?

Is the student becoming increasingly more empathetic?

Is the student becoming increasingly more philosophical — that is to say, is he developing wholes of meaning, sensing relationships between people, and between people and things?

Criteria such as these will help us to develop a holistic view of our students in corrections.

Criteria such as these might even help us to develop a holistic view of ourselves and the society in which we live.

In closing, let us consider with just a few brief words a simple but profound strategy:

The conclusions we come to, the emotions we harbor, and the passions that sway us are of much less significance than the basic assumptions upon which they are all founded. Some of our friends and adversaries in and out of correctional education will make their assumptions quite evident when they dispute and resist the approaches inherent in our analysis. During those highly charged emotional experiences let us stand together. Let us be encouraged by this thought:

Our dreams are within our reach.

Within our reach lies every path we ever dream of taking.

Within our power lies every step we ever dream of making.

Within our sight lies every joy we ever dream of seeing.

Within ourselves lies everything we ever dream of being.

Each day is important for so many reasons —

The hope it inspires and the promise it holds.

And so may our days together bring new dreams to believe in —

Dreams that grow brighter as each day unfolds.

35

Jostens Learning™

Basics for a Lifetime.

As the nation's largest educational software publisher, Jostens Learning knows first hand what a profound difference technology can make to successful learning.

Particularly is this markedly demonstrated by Jostens Learning involvement with correctional education programs across the country, including probation, parole, jails, prisons, boot camps and statewide systems.

Recently, Dr. James Jelinek presented the keynote speech before the 7th regional CEA conference: *Reconstructing Correctional Education on the Basis of New Critical Realities*.

Being a major participant in the "critical realities," Jostens Learning is pleased to sponsor the production of Dr. Jelinek's highly acclaimed presentation and, hopefully, give impetus to his conclusions and challenging directions.

Jostens Learning accepts this brilliant dissection of correctional ills as a mutual challenge to all of you who have the primary enforcement responsibilities — and for ourselves as a very concerned education partner.

The Correctional Education Association (CEA), founded in 1946, is a non-profit, professional association serving educators and administrators who provide services to students in correctional settings.

The Goals of the CEA are:

- To increase the effectiveness, expertise and skills of its members;
- To involve its members in an active and supportive network of professionals who are leaders in the field of correctional education;
- To help increase the quality of educational programs and services through technical assistance as well as advocacy;
- To offer timely and practical information to fellow staff members; and
- To represent the collective interests of correctional education before the government, the press, and the public on the national as well as on state, provincial and local levels.

For more information on this and other CEA Publications, please contact the Director of CEA Region VII, ***Dr. Jennifer Hartman*** **(310) 803-8301.**

RECONSTRUCTING CORRECTIONAL EDUCATION ON THE BASIS OF NEW CRITICAL REALITIES

A Publication of

Arizona • California • Hawaii • Mexico • Nevada

BEST COPY AVAILABLE